State Technology Plan
South Dakota Department of Education

CHAPTER 1 – VISION AND GOALS

Vision & Mission

The South Dakota Department of Education (DOE) aligns its overall mission to that of *No Child Left Behind* – "to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments". This mission also serves as the basis for DOE's vision which is that all students will succeed. This department mission and vision guides the mission of the Office of Curriculum, Technology, and Assessment within the Department as it specifically looks to technology as a means to ensure this high-quality education. The vision of the Office of Curriculum, Technology, and Assessment as it relates to technology is that all educators will be able to effectively and appropriately integrate technology into the curriculum so that it enhances learning opportunities for students.

Goals

The Office of Curriculum, Technology, and Assessment has five general goals that dictate Office activities.

1. It is the goal of the Office of Curriculum, Technology, and Assessment to support statewide technology professional development opportunities.

2. It is the goal of the Office of Curriculum, Technology, and Assessment to assist educators in the effective and appropriate integration of technology.

3. It is the goal of the Office of Curriculum, Technology, and Assessment to assist educators in designing effective instruction that is aligned with state content standards.

4. It is the goal of the Office of Curriculum, Technology, and Assessment to assist schools in maintaining a healthy infrastructure.

5. It is the goal of the Office of Curriculum, Technology, and Assessment to support the use technology to process and interpret technology.

6. It is the goal of the Office of Curriculum, Technology, and Assessment to support the collection of statewide data and to assist in the use of that data to make strategic plans.

CHAPTER 2 – PROFESSIONAL DEVELOPMENT AND TECHNOLOGY INTEGRATION

Staff Development & Curriculum Integration

The State of South Dakota has been very aggressive in the area of professional development as it relates to technology. In 1996 the state began the process of building a statewide technological infrastructure, the Digital Dakota Network (DDN), which would support massive electronic communication and technology. At the same time Governor Janklow recognized the value of building the skills of educators. In 1997 the first Technology for Teaching and Learning (TTL) Academy was designed and held resulting in quality educators and increased student achievement. These twenty day (200 hours) immersion academies focus on technology competence and integration strategies. A core requirement of these academies is the development of curriculum that is aligned to state content standards and incorporates the appropriate and effective use of technology. A state-maintained website serves as a clearinghouse for these curriculum units (www.curriculum.K12.sd.us). By the end of summer 2002 over 50% of the K-12 educators in the state had participated in one of these academies.

Additional technology academies have been added over recent years to address emerging technologies and in support of recent initiatives. Academies such as the TTL-NA (description follows) assists schools with providing equitable access to robust technologies. The TTL-SA (description follows) assists schools with the development of strong leadership as it relates to educational technology. Information regarding TTLs presently being offered by the state can be accessed via the website www.ttl.com. The following are descriptions of each of these academies.

*TTL Basic**
The basic TTL academy is a month long summer seminar that provides participating teachers with skills necessary to effectively use technology as a teaching and learning tool. During the academy, participants enhance their technology skills in the context of professional practice so as to accomplish meaningful integration of technology into teaching and learning based on identified best practices. The academy is designed with a primary focus on the collaborative design of meaningful learning experiences, through creation of technology infused study units that are implemented in the participants' classrooms during the school term following academy participation.
* This TTL is being revamped to reflect the National Board Professional Teaching Standards (NBPTS) by the summer of 2003 as an activity of the Teacher Quality Grant (federal USDOE grant to DOE and Title II, Part D funds).

TTL Academy for School Administrators
The TTL- SA is a professional development academy for South Dakota superintendents and principals. It is structured as a two-week summer seminar. The major Academy emphasis is on helping school administrators learn about new roles and strategies that can improve teacher effectiveness and student achievement through the integration of technology into the curriculum. TTL participants will engage in an array of activities in order to achieve this. (State dollars)

TTL Academy for Network Administrators
TTL - NA is an intensive training program for individuals who have responsibility for management and/or maintenance of a school district's network(s). Two levels of academy are offered. In Basic Network Administration, participants learn the basics of networking and gain skills necessary to setup, configure, maintain, and administer a Windows NT server. Basic TTL NA is a month-long academy. The advanced TTL-NA addresses current networking issues and skills. (State dollars)

Distance Teaching and Learning Academy
Distance Teaching and Learning (DTL) is a comprehensive staff development academy that trains interested educators to appropriately use the statewide video conferencing capabilities that are available via the DDN. As with other Technology for Teaching and Learning academies, DTL's major emphasis will be on the creation of high quality, interactive curricular content by participating educators. This content will form a starting base for the instructional use of the statewide interactive video capacity and will provide a platform for further development of capacity and skill in using distance teaching and learning technologies. (Federal USDOE grant to DOE).

Advanced TTL
The TTL-A has been developed as the direct result of the interest and requests of Basic TTL academy graduates and others interested in having an opportunity to extend their technical skills and capabilities. Advanced TTL is a two-week residential academy focusing on advanced technologies and skill extension with familiar applications. TTL-A topics include: video editing, digital photography and editing, PDAs (Personal Digital Assistants), advanced web design, and advanced MS Office features. (State funds)

ParaProfessional TTL (new in 2003)*
This two-week TTL will focus on building basic technology skills in paraprofessionals. Participants will also develop their understanding of instructional pedagogy and how to best support that in the classroom. Participants will gain a greater understanding of the state content standards. Emphasis will be placed on reading and math strategies.
* An activity of the Teacher Quality Grant (Federal USDOE grant to DOE).

GPS TTL (new in 2003)*
This two-week TTL will focus on building skills in the use of Global Positioning Systems (GPS) and Geographic Information Systems (GIS). Participants will develop their understanding of how GPS and GIS can be used appropriately in instruction. Participants will be exposed to state and national GPS and GIS projects that may be pertinent to their classrooms.
* An activity of the Fund for Improvement of Education (Federal USDOE grant to DOE).

TI-83 TTL (new in 2003)*
This two-week TTL will focus on building skills in the use of graphing calculators (TI-83). Participants will develop their understanding and ability of how TI-83 can be used in the classroom. Participants will design curriculum specific to their classroom.
* An activity of the Fund for Improvement of Education (Federal USDOE grant to DOE).

The state presently has plans to continue reviewing, revising, and offering these academies as long the funding is available. The following are additional activities the Office of Curriculum, Technology, and Assessment will continue to support. Following each activity is/are a theme(s) that this activity supports.

1. Provide technology training to teachers and administrators which correlate to the International Society for Technology in Education's (ISTE) Standards for technology and, where appropriate, National Board of Professional Teaching Standards (Quality Educators).

2. Provide training in distance learning and teaching to teachers (Quality Educators & Equity and Access).

3. Require local districts to include a professional development plan with each school's technology plan submitted to the state for approval (Quality Educators & Learner Achievement).

4. Provide on-going professional development for teachers and administrators (Quality Educators & Leadership).

5. Provide access to resources for learners, faculty and staff members to enhance current technology integration and technical infrastructure (Learner Achievement & Equity and Access).

6. Integrate into professional development an understanding of state and national content standards and competencies (Quality Educators).

It is the goal of the Office of Curriculum, Technology, and Assessment to be responsive to the fullest extent possible to assist schools with their technology needs. This means the Office will not be able to predict every need and activity in this plan but instead the Office will remain flexible and quick to respond as new needs arrive. The Office will continue to be actively involved with and/or informed of other technology initiatives in the state and will avoid duplication of effort.

CHAPTER 3 – ASSESSMENT AND INFRASTRUCTURE

Needs Assessment

The state collects extensive data each spring in the areas of hardware, technical support, budget and policy, internet and distance learning, and teaching and learning. The purpose of collecting this data is to provide an overall and up-to-date picture of technology in the state. All public districts on the DDN are required to provide this data. The same data is requested of private and Bureau of Indian Affair schools but they are not required to complete the survey.

The most recent version of the survey instrument is in Appendix A. Data collected over past years can be requested from the Office of Curriculum, Technology, and Assessment . Specific district data is only released to the providing district. Overall state totals can be obtained by request from the Office of Curriculum, Technology, and Assessment .

Data from this survey has been used frequently to inform DOE as they make curricular and hardware decisions. In addition this information has been the basis of recommendations made to the Governor's office on specific projects. The Bureau of Information and Telecommunications (BIT), the agency responsible for supporting all of the technology in state government, also utilizes these statistics as they plan and make decisions regarding the DDN.

At the conclusion of each semester the Office of Curriculum, Technology, and Assessment administers a survey to all students and teachers that have been involved in distance learning classes via the DDN. These surveys are administered via the internet. Schools are required to complete this survey. Schools providing the instructor may request the survey results. Overall general data regarding the classes can be obtained by request from the Office of Curriculum, Technology, and Assessment .

Survey data is collected on line via a website from all K-12 schools who participate in special videoconferencing programming which is offered by the Department. This survey collects demographic information as well as feedback regarding instructional content and delivery. This survey can be found in Appendix B or online at: www.state.sd.us/deca/DDN4Learning. The data collected by this survey is available from the Department upon request. This feedback is used to inform future programming decisions.

Survey data is gathered from all TTL Academy participants. These surveys look at technology skills and pedagogical understandings that are developed during the academy. This data is used to inform and influence future academies. This survey can be found at: www.sdttl.com. Data from these surveys can be requested from the Office of Curriculum, Technology, and Assessment .

Equipment and Infrastructure

As part of the Connecting the Schools initiative all public schools were given high-end servers to connect their local area network to the DDN. As a part of the DDN, BIT provides network management for all schools on the DDN. To present BIT has been able to dispatch assistance to school districts that have needed support with their local area network.

All public schools are required to include an inventory of their equipment and software licensing in their technology plans. In addition network design information is required as a part of these plans. As stated earlier, the Department reviews and approves these plans every three years.

CHAPTER 4 – ACTION PLAN & MAINTENANCE AND SUPPORT

The following table provides an overview of the activities that Department of Education staff are presently supporting. Since these activities are entirely dependent upon state and federal funding which can fluctuate each year, the activities described are only what is anticipated should the funding remain available at its current level.

Goal	Activity/Timeline	Person(s) Responsible
Provide Ongoing Professional Development: Professional development will be made possible for all K-12 teachers to enrich and enhance their teaching strategies with the integration of technology.	Technology academies to be held in the summer for teachers to develop curriculum and integrate technology into that curriculum piece. The academies will be built around current technology and teaching needs.	Office of Curriculum, Technology, and Assessment staff
Ensure Hardware Access for all public school districts:	For all practical purposes this has already been done through the statewide initiatives of Wiring the Schools (WTS) and Connecting the Schools (CTS). Local districts will continue to add to this basic infrastructure based on local needs.	DOE Local Districts
Provide high quality content and teaching resources: Students will have appropriate content standards and instructional approaches and enhanced educational growth opportunities through technology on line and on demand.	Schedule Distance Learning Opportunities from in-state and out-of-state resources.	Office of Curriculum, Technology, and Assessment Staff
	ProQuest	DOE
	DDNCampus (Statewide SIS)	DOE - DDNCampus trainings and support.
	Grants to districts to develop model curriculum	DOE – various

Ensure connectivity for all public school districts: Students will have access to educational multimedia resources for classrooms, libraries, and other instructional and administrative centers via voice, video, and data connections; extended learning activities, opportunities, and general information will be available to the public, including parents and families.	T1 lines	DOE pays with State funds.
Plan for technology: Schools will have a 3-year technology plan in place and on file with the Department of Education and Cultural Affairs. These plans will be a working plan that reflect the goals and philosophy of the district.	To be submitted every 3 years for review and approval.	Reviewed by the Office of Curriculum, Technology, and Assessment
Evaluate plans, measure progress, and report: Accountability and data collection efforts will measure the progress toward fulfilling the purposes, goals, and strategies of this plan.	Annual technology survey data as well as distance learning programming data will be maintained and available upon approved request	Office of Curriculum, Technology, and Assessment
Coordinate programs, ensure funding, and involve partners: Coordinated deployment of services and technologies, efficient utilization of funding resources, and the synergy of partnerships will accelerate the development of technology-rich learning environments for students and communities in the State.	The Office will continually seek out DL programming opportunities that address appropriate educational standards.	Office of Curriculum, Technology, and Assessment

Maintenance and Support

Office of Curriculum, Technology, and Assessment : During the 2000 session, the South Dakota Legislature created a new office within DOE called the Office of Educational Technology. According to Section 4 of House Bill 1257, the Office of Educational Technology's

"exclusive role shall be assisting local school districts in using educational technology. Its purpose shall include researching, analyzing, procuring, and distributing programs and methods using educational technology in South Dakota K-12 schools and classrooms." The office consists of a program manager, five technology integration specialists, the DOE webmaster, and clerical support. This office provides technical assistance to schools in the areas that relate to curriculum. For current information regarding the services that this office provides go to: http://www.state.sd.us/deca/ddn4learning/.

BIT provides design, consulting and support services regarding the technical architecture of the DDN. Wide area network services supporting video and data services are directly supported by BIT. WAN services including:

- Internet Access
- DNS
- IP Addressing
- ATM & frame relay telecommunications
- Network Management
- Network reporting
- Video scheduling, bridge & end-system services
- E-mail – teachers and students
- Web hosting
- Streaming video

LAN consulting services are provided to assist schools in the design and support of LAN-related architecture. This support includes: LAN design, network operating systems, file servers, switches, firewalls, and proxy servers.See the Digital Dakota Network Briefing document in Appendix C for a comprehensive overview of the services provided by BIT to the DDN and DOE. http://cts.state.sd.us/support/index.htm and at: http://support.k12.sd.us/

During the summer of 2002 DOE began a pilot project, DDN Campus, which brought 20 public school districts onto a common student information system. Each quarter an additional 25 school districts will be added to the project with the intent that all schools wishing to participate

will be on DDN Campus within 2 years. This project is paid for by the state with support for the project also being provided by a vendor. Additional information can be found at: http://www.ddncampus.net.

CHAPTER 5 – POLICIES

Each school district will develop policies concerning ethical and legal issues such as acceptable use, copyright, security, confidentiality, and equity of access; model local procedures for adherence to these policies.

Each school district will maintain and annually review and evaluate a comprehensive technology plan that addresses at a minimum: professional development, curriculum and integration, equipment maintenance and replacement schedules, and student and staff acceptable use and internet safety policies. This technology plan should be part of, or guided by, the collective school improvement plans or the strategic plan of the school district. This comprehensive technology plan, after review and approval by the Department of Education (DOE), will remain on file at DOE and will remain in force for three years. DOE is moving toward an online submission of technology plans to eliminate paper. Although not specifically required, other educational entities such as area career and area vocational centers, special education cooperatives, state institutions, and other support entities should also develop comprehensive technology plans.

The Department of Education can assist local districts in developing their comprehensive plans and may offer planning resources including expertise, print and non-print materials, and planning and awareness sessions to promote uses of technology. School districts are encouraged to post their plans on local web sites (or the Department of Education's web site) for purposes of local planning, implementation, and making information available to parents and families, school boards, communities, and other districts.

All school districts should include provisions within their technology plans to gather and report progress of the plans and should make this information available to their educators, families, and communities.

Policies regarding distance learning including academic, fiscal, governance, faculty, legal, student, and technical issues are all determined locally by each district. The Department will provide information regarding on how other districts are handling these issues but no recommendations will be made.

To assure that safe and effective teaching and learning environments in South Dakota communities continue to flourish, the following recommendations for policy are made: 1) Every school system should have a policy on utilizing the Digital Dakota Network for distance learning, 2) guidelines for equipment maintenance and repair, and 3) guidelines for replacement of obsolete equipment. Every school must have an Acceptable Use Policy and a policy insuring compliance with the Children's Internet Protection Act (CIPA).

CHAPTER 6 – EVALUATION

Evaluation

Evaluation of the State Technology plan will provide the feedback necessary to determine how well technology is being used in South Dakota's education system, and whether it is an effective teaching and learning productivity tool.

The Office of Curriculum, Technology, and Assessment is in a unique position to utilize a large body of data that is routinely and systematically collected through the Department of Education. This data will provide the State's technology leaders with a wealth of information on the technology needs and supports necessary for educators to enhance their effectiveness in the classroom, and thus, achieve the desired outcome of increased student performance. This, in conjunction with the evaluation plan, will produce specific and definitive information about the level of increase and effectiveness in the application of technology across all of South Dakota's K-12 public schools.

This State Technology Plan will entail an ongoing, comprehensive evaluation that will best capture the effectiveness of an effort that builds on a statewide capacity to increase leadership, vision, direction, and support for the continued infusion of technology into the teaching and learning process.

Purpose of the Evaluation

The evaluation plan is a decision-based model based on the goals and objectives of the South Dakota's State Technology Plan. Evaluation methods include both quantitative and qualitative methodologies to provide information for both formative and summative purposes. Formative data will be collected to inform project direction throughout the project period.

Summative information will be gathered to describe the final results of the project. The major goal of the evaluation plan is to guide decision-making and policy formulation through the provision of empirically-driven feedback.

Evaluation Components and Methods

The evaluation process will be based on organizational management methods that examine accountability, effectiveness, and impact. Qualitative and quantitative information will be collected.

1. Accountability - assessing whether the project accomplished the activities outlined in the state technology plan in a timely manner. Documentation and reports will be completed to assess completion of project activities. Examples of the type of data collected and analyzed will include, but not be limited to: project activity flowcharts, timelines and checklists, as well as data and documentation reviews.

2. Effectiveness - assessing the effectiveness of both the activities conducted and the implementation process. The effectiveness of project activities and implementation will be examined by state leaders, as well as participants and stakeholders. Data will focus on such aspects as perceptions of effectiveness, the training and support provided, and overall satisfaction. Examples of the type of data collected and analyzed will include, but not be limited to: questionnaires, surveys, and interviews, as well as data and documentation reviews, including the review of critical factors that influence teaching, learning and managing with technology.

3. Impact - assessing changes in attitudes, behaviors, skills, and practices that occur as a result of the project. Activities of the project's participants will be evaluated to determine behavioral and practice changes. In addition, student academic achievement and performance will be examined.

Examples of the type of data collected and analyzed will include, but not be limited to: questionnaires, surveys, interviews, case studies and technology assessment tools.

Report of Results

Monthly reports of interim results will be prepared and made available to the Secretary of Education and other state leaders. An annual written report of results will be prepared and made available to the Secretary of Education, the state legislature, and other state leaders. An executive summary of the report will be prepared for distribution to the profession.

Appendix A

South Dakota District Technology Survey
2001-2002 School Year

- **PLEASE COMPLETE THIS SURVEY FOR YOUR DISTRICT BY May 10, 2002.**
- Please include any equipment expected to be in place within the next 60 days.
- If you have questions, please contact Tammy Bauck at 605-773-6118 or e-mail: Tammy.Bauck@state.sd.us

Name of Person Completing Survey: _____ Title: _____

E-mail Address: _____

_____ (_____) _____
District Name District Telephone #

_____ (_____) _____
District Web Address (URL) District Fax #

_____ _____
Network Administrator Name Network Administrator E-mail Address

_____ _____
Webmaster Name Webmaster E-mail Address

Hardware

1. Please identify the number of instructional and administrative computers by type that are in use in your district (List computers under administrative column only if they are entirely used for administrative purposes and students can not access them at any time.)

	Number of Instructional Computers	Number of Administrative Computers
A. Apple II/IIe/GS, Mac 20/30 Series *(LCIII or earlier)*, and Mac 40 Series *(68040)*		
B. PowerMac *(excluding G3)*		
C. iMac		
D. G3		
E. G4		

F. 386, 486, and Pentium *(586 equivalent)*		
G. Pentium II *(686 equivalent)*		
H. Pentium III		
I. Pentium 4		

2. Of the computers listed above, how many are laptops? _____

3. How many Macintosh computers are running: Mac 7.X? _____ Mac 8.X? _____ Mac 9.X? _____

4. How many personal computers (PCs) are running: Windows 95/98? _____ Windows NT? _____

Windows 2000 _____ Windows ME _____

5. Please report the number of each of these items in your district:

TV Monitors			Assistive/Adaptive Devices *			Laser Printers	
Scanners			Computer Projection Devices, Destinations, etc.			Web TV Units	
Digital Cameras			Laserdisc Players			DVD Players	
Digital CamCorders			CD-Writers			DVD Writers	
PDAs			Graphing Calculators				

* List the assistive/adaptive devices that are presently utilized in your district._____

_____

Technical Support

6. Who is responsible for technical maintenance and/or support of hardware? *(Check all that apply)*

	District Staff			School-level Support Staff			School-level Certificated Staff
	Vendor			Library-Media Specialist			Other
	Students			Parents/Community Members			

7. How would you rate the level of technical support your school receives? *(Check one)*

	Completely satisfactory			Satisfactory
	Fair			Below Average
	Totally inadequate			

8. How many full-time technical support personnel do you have in your district? _____
If *part-time list how many people you employ at the various hourly levels:*

	Less than one hour per week			2-10 hours		11-20 hours
	21-30 hours			Over 31 hours		

Budget & Policy

9. Please indicate the amounts spent or budgeted for instructional and administrative technology in your district:

(Please round to the nearest $100)

	Spent 01/02	Budgeted 02/03
A. Total Technology Budget	$	$
B. Computer Hardware/Peripherals	$	$
C. Software	$	$
D. Professional Development For Educational Technology	$	$
E. Telecommunications Charges *(Internet, Long Distance, etc.)*	$	$
F. Networks *(LAN/WAN software, wiring/cabling, servers)*	$	$
G. Distance Learning *(Cable TV, Satellite, etc.)*	$	$
H. Service/Support	$	$
I. Other *(including supplies)*	$	$

10. How is technology funded in your district? *(Check all that apply)*

	District Line Item Budget			Site-Based Line Item Budget		Capital Funds
	Loans			Local Bonds		State Funds
	State Bonds			Federal Funds		Grants

11. Is your district planning a bond issue in the next 18 months that will include technology? ☐ Yes ☐ No

12. Did your district apply for an e-rate discount for Year 4, the period from July 1, 2001 to June 30, 2002(telephone service and/or other connections outside the DDN)? ☐ Yes ☐ No
If *"Yes":* Did you receive a discount? ☐ Yes ☐ No

13. Do you have a district-wide policy indicating which computer platforms your school may purchase? ☐ Yes ☐ No

If *:"Yes":*
What is that platform ? ☐ PC ☐ Mac

How much was spent or budgeted for leasing hardware?

(Please round to the nearest $1000)	Spent 01/02	Budgeted 02/03
Computer Hardware Leases	$	$

Internet Connectivity/Distance Learning

14. Please indicate the number of rooms with Internet access in your district by type, the total number of these rooms in your district, and the number of computers with Internet access in each location within your district.

Report rooms only once, for rooms that have a dual purpose, report them under the category for which they are used the most. Other locations may include special education rooms, etc.

	Computer Labs	Instructional Rooms	Library/Media Center	Admin. Offices *	Other Locations
A. ROOMS total in district					
B. ROOMS with Internet access					
C. # of COMPUTERS T1 or faster Internet Access					
D. # of COMPUTERS 10 Mbs or faster Internet Access					

**includes guidance offices and faculty workrooms*

15. Does your school currently use any Internet filtering/monitoring software on your computers? ☐ Yes ☐ No
(e.g.. Cyberlibrary, NetNanny, Surf Watch, WebSENSE, etc.)
If "Yes": What product do you use? _____

16. Does your school currently use a firewall? ☐ Yes ☐ No
If "Yes": What product do you use? _____

17. Do you have an Acceptable Use Policy in place that is utilized? ☐ Yes ☐ No
If "Yes": Does your policy address Internet use? ☐ Yes ☐ No

18. How many schools in your district have LANs (*local area networks)*? _____

19. Are the administration building(s) and schools connected to each other through a WAN ☐ Yes ☐ No
(wide area network)? If "Yes": How many buildings are connected? _____

20. Does your district have an intranet for communication within your district? ☐ Yes ☐ No

21. Who hosts your : website? Self/school _____ DDN/DSU _____ Other (list) _____
e-mail? Self/school _____ DDN/DSU _____ Other (list) _____
DNS? Self/school _____ DDN/DSU _____ Other (list) _____

Teaching and Learning

22. Of the professional development activities your teachers engaged in last year, what percentage was technology-oriented?

	0-25%			26-50%	
	51-75%			76-100%	

23. Did your district use distance learning for professional development and/or technology training this year? ☐ Yes ☐ No

If "Yes": How many times? _____ How many total hours worth? _____

24. Are your teachers required to demonstrate technology skills for employment with your district? ☐ Yes ☐ No

If "*Yes*": How are they evaluated? *(Check all that apply)*

	Transcripts			Hands-on Evaluation	
	Professional Development Hours			Other	

25. Does your district offer release time to teachers for technology-related training? ☐ Yes ☐ No
If "*Yes*":

	2 days or less			3-5 days			More than 5 days

26. Has your district incorporated technology use into your student content performance standards? ☐ Yes ☐ No
If "*Yes*":At which grade level? *(Check all that apply)*

	Elementary			Middle			Sr. High

27. Does your district have student technology performance standards? ☐ Yes ☐ No
If "*Yes*":At which grade level? *(Check all that apply)*

	Elementary			Mid dle			Sr. High

If "*Yes*":Are they modeled after nationals standards? ☐ Yes ☐ No

Which national standards are you using? _____

28. Does your district have any technology proficiency requirements for students to matriculate to the next level? ☐ Yes ☐ No

29. Does your district have anyone whose responsibilities include providing leadership and support for teachers in integrating technology into the curriculum? ☐ Yes ☐ No
If "*Yes*":
Indicate how many people you have employed at the full-time or part-time level:

	Full time			Part time: Approximate % of time	

Distance Learning

30. Do you have local policy addressing distance education in your district? ☐ Yes ☐ No

If "Yes", does it address the following:
A. Fees for room use after school hours and weekends? ☐ Yes ☐ No
B. Who issues credit for video classes and/or Internet-based courses? ☐ Yes ☐ No
C. Whether teachers are paid additional pay to develop or redesign a course to be delivered over distance? ☐ Yes ☐ No
D. Whether teachers are paid additional pay to teach a course delivered over distance? ☐ Yes ☐ No

E. Do you specifically address asynchronous/Internet-based courses in your policy? ☐ Yes ☐ No

31. Do you have a working phone in your DDN room? ☐ Yes ☐ No

A. What is that phone number? _____

32. What is:
A. the local charge to use your DDN room for non-K12 educational purposes? _____

B. If there are any conditions related to this charge, please explain?
(e.g., 8 a.m. to 5 p.m. free and 5 – 10 p.m. there is a $25 fee)

_____
__

33. Do you provide assistance to non-school individuals who use your DDN room? ☐ Yes ☐ No

34. Who typically assists non-school individuals that use your DDN room? _____

35. Have you used the videoconferencing capabilities of the DDN for:

A. professional development? ☐ Yes ☐ No Number of these during this year? _____
B. meetings? ☐ Yes ☐ No Number of these during this year? _____
C. enrichment activities at the K-6 level? ☐ Yes ☐ No Number of these during this year? _____
D. enrichment activities at the 7-12 level? ☐ Yes ☐ No Number of these during this year? _____
E. community/business use? ☐ Yes ☐ No Number of these during this year? _____
What types of things has your community used videoconferencing for? _____
_____

Appendix B

DDN Course End of Semester Evaluation
School Administrators (Remote Sites) & Teacher (Local Sites)
Spring 2002 DDN Classes
January - May 2002

1) Number of students starting class at this site.

2) Number of students completing this class at this site.

3) Reasons for students dropping class. (if appropriate)

4) Besides video-conferencing, what other methods of communication were used between the student and the teacher in this course (e.g. webpage, phone calls, faxes, visits) and the frequency they were used.

5) Best thing(s) about this course.

6) If you could change one thing about this class what would it be.

7) As the teacher of this course, what assistance could you use in the future.

DDN Course End of Semester Student Evaluation
Spring 2002 DDN Classes, January - May 2002

Course Content*:*

01) I was aware of the prerequisites of this course.
02) I had the prerequisite knowledge and skills for this course.
03) I was well informed about the objectives of this course.
04) This course lived up to my expectations.

Course Design:

05) This course objectives are clear to me.
06) The course activities stimulated my learning.
07) Interactive multimedia was used in this course.
08) The activities in this course gave me sufficient practice and feedback.
09) The test(s) in this course were accurate and fair.
10) The difficulty level of this course is appropriate.
11) The pace of this course is appropriate.

Course Instructor (Facilitator):

12) The instructor was well prepared.
13) The instructor was helpful.

Course Enviornment:

14) Communication between teacher and student were at an appropriate level.
15) Getting materials between the teacher and student was appropriate.

Course Results:

16) I accomplished the objectives of this course.
17) I will be able to use what I learned in this course.
18) How would you improve this course.
    - 18.1 Provide better information before course
    - 18.2 Reduce content covered in course
    - 18.3 Update content covered in course
    - 18.4 Make course activities more stimulating
    - 18.5 Make the course less difficult
    - 18.6 Slow down the pace of the course
    - 18.7 Allot more time for the course
    - 18.8 Improve the tests used in the course
    - 18.9 Clarify the course objectives
    - 18.10 Increase content covered in course
    - 18.11 Improve the instructional methods
    - 18.12 Improve course organization
    - 18.13 Make the course more difficult
    - 18.14 Speed up the pace of the course
    - 18.15 Shorten the time for the course
    - 18.16 Add more video to the course
19) What other improvements would you recommend in this course.
20) What is least Valuable about this course.
21) What is most valuable about this course.

Appendix C

Digital Dakota Network Briefing

Summary

The Digital Dakota Network (DDN) is a statewide telecommunications network. The DDN connects the Executive, Legislative and Judicial branches of state government, the Board of Regents, private universities, the four (4) public technical schools, municipal governments and the K-12 community. This summary focuses on the K-12 participation.

How financed

The K12 community was connected to the DDN beginning in October 1999 through April 2000. The schools were connected to the DDN using a combination of funds. U S WEST (now Qwest) donated $15 million in networking and video conferencing equipment as the "seed" for various aspects of the project. The remaining start-up funds and initial costs were funded from the Department of Education & Cultural Affairs declining enrollment funds.

Description

The K12 aspect of the DDN provides high-speed network connectivity to most of the public schools. High-speed in this context is defined as 1.544 Mbps or higher. Typically schools with enrollments < 50 students are not connected. The services provided include:

- Distance learning / video conferencing;
- Internet access;
- Wide Area Network connectivity (WAN) - school district WAN);
- E-mail services for teachers, administrators & students;
- Web hosting services;
- Local Area Network support;
- Computer security;

Benefits

- School curriculum expanded

  The distance learning services provide an opportunity for students to receive classes they might never have had an opportunity for.

- Financial Responsibility

  The DDN services are provided without charge to the schools. Economies of scale created by state-managed initiatives have created significant volume discounts from telecommunication carriers.

- Technical Expertise

  The state provides the support services required to maintain the DDN. Schools are not required to have the expensive technical skills on staff / contracted for their Internet/WAN services. In-house computer support is still required but state recommended standards assist in providing uniformity across the schools.

Statistics

375 direct school network connections (T1 or higher)
221 video conference units
29,065 instructional hours (School Year 2002)
12,101 E-mailboxes in system in August 2002
139 school web sites hosted
93% of K12 technologists rated DDN Services Outstanding (62%) and Good (31%) in 5/02 survey

Internet sites for more information
http://cts.state.sd.us/

http://k12.sd.us/
http://www.ddncampus.net/
http://ddnmrtg.k12.sd.us/ddnnetworkmrtg/default.htm